



WJEC Religious Education Unit 1 Judaism Beliefs and Practices – Summer Term of Year 9

Overview:

During this term, students will be given the opportunity to use knowledge and understanding of core Jewish religious beliefs and practices through examining sources of wisdom and authority, this will include the reading of key religious texts. All learners will have the opportunity to develop and construct well-argued, well-informed, balanced and structured written arguments, which demonstrate their depth and breadth of understanding of the topic.

Topic	Measurable Learning Aims	Assessment Opportunities	Skills Development	Homework	Differentiation																																				
<p>Beliefs Teachings and Sources.</p> <p>KEYWORDS.</p> <p>OMNIPOTENCE OMNIBENEVOLENCE HEMA SYNAGOGUE ORTHODOX REFORM SHABBAT KASHRUT ARON HAKODESH RABBI KIPPAH NER TAMID</p>	<p>ALL: Describe</p> <p><i>How to approach "Question 1b A01" describe questions (5)</i></p> <table border="1" data-bbox="405 719 741 951"> <thead> <tr> <th>Band</th> <th>Band Descriptor</th> <th>Mark Total</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>You have included NO relevant information.</td> <td>0</td> </tr> <tr> <td>1</td> <td>A limited explanation showing little awareness of the religious idea, belief, practice, teaching or concept. Uses religious/spiritual language, terms and/or sources of wisdom and authority in a limited way and with little accuracy.</td> <td>1</td> </tr> <tr> <td>2</td> <td>A partial explanation showing some awareness of the religious idea, belief, practice, teaching or concept. 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Underline Biblical/Church teaching. 5. Circle any examples provided. 6. Comment on the format, *connectives and appropriate sentence starters* </div>	<p>Critical Thinking and Problem Solving Students are required to identify and consider a variety of opinions and viewpoints as well as express their own views and consider those of others.</p> <p>Communication/working with others Students will work in groups for the majority of their work so communication is a vital part of each lesson. Communicating ideas as well as listening to the ideas and opinions of others.</p> <p>Digital Literacy. Students will use ICT to</p>	<p>Students will be given regular homework, which will include a variety of activities:</p> <p>Key word spelling and definitions.</p> <p>Past paper questions.</p> <p>Research of world views to assist with evaluation responses</p>	<p>Task: The task is the same for all pupils with ALN being given more teacher support as well as guidance from other students. Most will be able to achieve in all activities.</p> <p>Outcome: The outcome of responses will depend on the students' level of skill. Mixed groups will cater for all students, less able taking direction from the MAT.</p> <p>Questioning: Higher order questions aimed for all students to evaluate their responses. Students will be encouraged to use correct vocabulary to show knowledge and understanding.</p>
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SOME: Evaluate
STARS: Critically evaluate

Band	Band Descriptor	Mark Total
0	You have included NO relevant information.	0
1	If weak analysis can be seen in the issue based on limited and/or inaccurate knowledge of religion, religious teaching and/or moral reasoning. A limited and/or poor attempt at highlighting or formulate judgements on other different and/or alternative viewpoints. Poor use or no use of religious/spiritual language, terms and/or sources of wisdom and authority.	2-3
2	A satisfactory analysis and evaluation of the issue based on some accurate knowledge of religion, religious teaching and moral reasoning. Some judgements are formulated and some different and/or alternative viewpoints are considered . Uses and interprets some religious/spiritual language, terms and/or sources of wisdom and authority with some accuracy .	4-7
3	If very good, detailed analysis and evaluation of the issue based on thorough and accurate knowledge of religion, religious teaching and moral reasoning. Clear and well supported judgements are formulated and a comprehensive range of different and/or alternative viewpoints are considered . Uses and interprets religious/spiritual language, terms and sources of wisdom and authority accurately, appropriately and in detail.	8-11
4	An excellent, highly detailed analysis and evaluation of the issue based on comprehensive and accurate knowledge of religion, religious teaching and moral reasoning. Clear and well supported judgements are formulated and a comprehensive range of different and/or alternative viewpoints are considered . Uses and interprets religious/spiritual language, terms and sources of wisdom and authority extensively, accurately, appropriately and in detail.	12-15

Teacher Assessment:
Formal assessment of the unit at the end of each term as well as informal teacher feedback given every lesson.

Student Tracking Sheet.

Unit 3 – Record of Learning

Booklet	Target Grade	Areas for improvement
	Grade Achieved	
Beliefs, Teachings and Sources		
Practices and Ways of Life		
Expressing Meaning		
Meaning Purpose and Truth		
Values and Commitment		
Identity and Belonging		

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find and retrieve information.

Students will also use Office 365/FOLDR/ and/or other educational platforms or ‘apps’ to work collaboratively on activities and tasks.

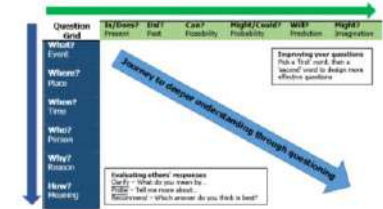
Planning and Organisation

Students have the opportunity to identify, select and collate information from a variety of sources including, numerical data.

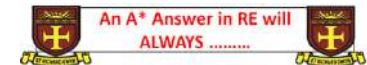
They also have to select and organise their information, resources and materials. Students are encouraged to develop the skills of organisation and reliability.

Creativity and Innovation.

In both their written and oracy work, students are encouraged to generate new ideas, take ownership of their ideas



MAT: Students will be directed to develop their ability in stretching their evaluation responses. This will be through independent research of Catechism, Bible and current affairs.



1. Communicate clearly – **Connectives**.
2. Contain extensive **religious language**.
3. Include **Bible/Church** teaching.
4. Include appropriate **examples**.
5. Follow the **success criteria**



			and respect those of others. Students at the end of the lessons are also encouraged to reflect on their processes and outcomes		
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Learning Focus

Beliefs

- The concept of God
- Jewish belief in one, creative, omnipotent, omnipresent, omnibenevolent God (Genesis 1:3-5, Exodus 20:1-17)
- Belief in the teachings of the Shema, such as the concept of one God
- God as transcendent above and beyond all earthly things (Isaiah 55:8-9)
- God as eternal, merciful and a judge (punishes, rewards and forgives)

Sacred place

- The synagogue: a place for prayer, study, celebration and assembly
- Differences in tradition: Orthodox, Reform, Liberal
- The home: a place of worship, identity, celebration and traditions

Practices

- Practices that demonstrate beliefs about God
- Reciting the Shema in the morning and evening
- Reasons why God must not be depicted in art and sometimes his full name is not used (G-d)
- Reasons why kippah is worn
- Reasons why Jewish men (some Liberal Jewish women) wear tallith

Worship in the home and synagogue



- The importance of the synagogue: internal features- aron hakodesh (ark), ner tamid, bimah, Torah, Ten Commandments, seating
- Reading of the Torah during synagogue worship
- Diverse practices within Orthodox and Reform synagogues – worship and the role and gender of the Rabbi
- The importance of the home for worship in Judaism: challenges and benefits of observing Shabbat (Exodus 20:8-10)
- Observing kashrut (kosher, treifa, parev, shechitah)
- Separation of milk and meat in a kosher kitchen (Leviticus 11:1-24, Exodus 23:20)



Lesson Title	Learning Objectives	Notes	Homework
<p style="text-align: center;">1</p> <p style="text-align: center;">An Introduction to Judaism</p> <p style="text-align: center;">What does it mean to be a Jew?</p>	<p>ALL To describe the brief history of development of the Jewish faith.</p> <p>MOST To explain the similarities and differences between the Jewish traditions.</p> <p>SOME To discuss the benefits and challenges of being Jewish in the 21st Century.</p>		<p>Explain the difference between Ashkenazi and Sephardi Jews</p> <p>Learn the names of the names of the five main denominations found within the Ashkenazi tradition in the UK</p> <p>Provide a brief sentence about each.</p>
<p style="text-align: center;">2&3</p> <p style="text-align: center;">The Nature of God</p>	<p>ALL To use religious language to describe the nature of God.</p> <p>MOST To explain the meaning of the key terms with reference to scripture.</p> <p>SOME To discuss how Jewish beliefs about God have an impact on Jewish life.</p>	<p>http://www.myjewishlearning.com/article/feeling-the-presence-of-god/</p> <p>http://www.bbc.co.uk/education/guides/z27634j/revision</p>	
<p style="text-align: center;">4</p>			



<p>Jewish beliefs about God the creator</p>	<p>ALL To describe Jewish beliefs about God the creator</p> <p>MOST To explain Jewish beliefs with reference to sources of authority</p> <p>SOME To describe how this belief has an impact on the life of a Jew</p>		
<p>5</p> <p>The Shema</p>	<p>ALL. To describe what the Shema is and what beliefs it reveals about God.</p> <p>MOST To explain why the Shema is recited in the morning and night and also its significance.</p> <p>SOME To discuss how the Shema can have an impact in a Jewish person's life.</p>		
<p>6</p> <p>Mini Assessment</p>	<p>a) What is meant by 'omnipotence'? (2)</p> <p>b) Describe Jewish Teachings about God (5)</p> <p>c) Explain why the Shema is central to Jewish worship. (8)</p> <p>d) "For Jews the most important belief about God is that he is the creator" Discuss. (15)</p>		
<p>7</p>	<p>ALL Identify areas for improvement using ALL Use the mark scheme and excellent answers</p>		



<p>DIRT</p>	<p>provided.</p> <p>MOST complete all corrections in green pen.</p> <p>SOME will be able to research independently to improve evaluation responses.</p>		
<p>8 & 9</p> <p>The synagogue as a place of worship</p>	<p>ALL Describe main features of the synagogue.</p> <p>MOST explain the different uses of the synagogue.</p> <p>SOME Discuss – The synagogue is important to Jews.</p>	<p>What is a synagogue? What are the purposes of the synagogue? What are the main features of the synagogue?</p>	
<p>10</p> <p>The Torah</p>	<p>ALL Describe how the Torah is used in the synagogue.</p> <p>MOST Explain the significance of the Torah for the Jews</p> <p>SOME All Jews should obey the teachings of the Torah</p>	<p>How is the Torah used within the synagogue?</p>	
<p>11</p>	<p>ALL – Describe key features of the synagogue and explain their significance</p>		



<p>Synagogue Worship</p>	<p>MOST – Explain the difference between how Orthodox and Reform Jews worship in the synagogue</p> <p>SOME – The synagogue is more than a place of worship. Discuss</p>		
<p>12 The Rabbi</p>	<p>ALL Describe the main duties that are carried out the Rabbi.</p> <p>MOST Explain the role of the rabbi within different Jewish traditions.</p> <p>SOME The Rabbi is the most important member of the Jewish community.</p>	<p>The role and gender of the Rabbi within different traditions</p>	
<p>13 Jewish Religious Dress</p>	<p>ALL Describe how religious dress reveals religious beliefs.</p> <p>MOST Explain how religious dress is linked to sources of authority</p> <p>SOME Wearing special clothes for worship is important. Discuss</p>	<p>How do Jews show complete respect for God? What is a Kippah and how is it used? What is the Tallit and how is it used?</p>	
<p>14</p>	<p>ALL Describe the features of a Jewish home</p>		



<p>The importance of the home in Jewish worship</p>	<p>MOST Explain how the home is a sacred place</p> <p>SOME Discuss The home is the most important place for celebration and traditions.</p>	<p>The home: a place of worship, identity, celebration and traditions</p>	
<p>15</p> <p>Shabbat</p>	<p>ALL Describe how Shabbat is celebrated in the home</p> <p>MOST Explain how Shabbat is celebrated differently in the Orthodox and Reform tradition</p> <p>SOME Discuss if it is difficult to celebrate Shabbat in Britain today.</p>	<p>The importance of the home for worship in Judaism: challenges and benefits of observing Shabbat (Exodus 20:810)</p>	
<p>16</p> <p>Dietary Laws</p>	<p>ALL Describe how Jews celebrate kashrut</p> <p>MOST Explain what Leviticus and Exodus teach about Kosher cooking and the impact this has on Jewish life</p> <p>SOME Following a kosher diet is challenging in today's society</p>	<p>Observing kashrut (kosher, treifa, parev, shechitah)</p> <p>Separation of milk and meat in a kosher kitchen (Leviticus 11:1-24, Exodus 23:20)</p>	
<p>17</p> <p>Mini Assessment</p>	<p>a) Define what is meant by kashrut. (2)</p> <p>b) Describe how the Torah is used in</p>		



	<p>Jewish worship. (5)</p> <p>c) Explain why the synagogue is important to Jews (8)</p> <p>d) It's easy to be a Jew in Britain. Discuss. (15)</p>		
<p>18</p> <p>DIRT</p>	<p>ALL Identify areas for improvement using ALL Use the mark scheme and excellent answers provided.</p> <p>MOST complete all corrections in green pen.</p> <p>SOME will be able to research independently to improve evaluation responses.</p>		



WJEC Religious Education Unit 1 Catholic Beliefs and Practices – Winter Term Year 10

Overview:

During this term, students will be given the opportunity to use knowledge and understanding of core Catholic religious beliefs and practices through examining sources of wisdom and authority, this will include the reading of key religious texts. All learners will have the opportunity to develop and construct well-argued, well-informed, balanced and structured written arguments, which demonstrate their depth and breadth of understanding of the topic.

Learning Focus

Beliefs

God

- Creator *ex nihilo* and sustainer.
- Omnipotence, omnibenevolence, omniscience, and omnipresence.
- Trinity: The three persons of one God – Father, Son and Holy Spirit.
- St. Augustine's *De Trinitate* 8.10.
- Jesus as Messiah, Saviour, Word, the Incarnation, Salvation and Atonement.
- Jesus' Birth, Crucifixion, Resurrection and Ascension.

Creation:

- Beliefs and teachings on Creation from the Genesis accounts.
- Nature of Humanity: image of God ('*imago Dei*'), soul, moral, free will, rational, creative, fallen, original sin.
- Teachings of Thomas Aquinas on human nature as essentially good

Practices

Morality:

- Teachings of Jesus
- Love / Agapé
- Forgiveness including the Sacrament of Reconciliation



- Treasures on earth and in heaven
- Divine command/absolutist situational/relativist and virtue ethics approaches to ethical decision-making

The Catholic Church:

- Role of the local, Catholic Church, diocese and parish.
- Main features of Catholic worship: the Mass (including the Sacrament of Eucharist)
- The practice of offering Masses for the dead.
- Social and community functions: 'living the Mass.'
- Mission, evangelisation, church growth.
- Francis' *Evangelii Gaudium*.
- Catholic groups working to promote mission: Missio.
- Catholic groups working for social justice: CARJ, CAFOD and St. Vincent de Paul Society.
- Catholic groups working for reconciliation through inter-faith dialogue: The Inter-faith Council for Wales, Christian-Muslim Forum, Council of Christians and Jews
- Interreligious Advisers to the Catholic Bishops' Conference.
- Persecution of Christians in the modern world.



Lesson Title	Learning Objectives	Notes
1 The nature of God.	<p>ALL – Describe the qualities of God</p> <p>MOST – Explain the qualities of God with reference to scripture</p> <p>SOME – Evaluate how accurate these descriptions are in relation to today’s society.</p>	
<p>2 & 3</p> <p>What do Catholics believe about the creation of the universe</p>	<p>ALL – Explain reasons for different beliefs within religions about creation.</p> <p>MOST - Explain WHY there are different Christian beliefs about creation in particular the confessions of St Augustine.</p> <p>SOME – Evaluate whether the stories of creation are significant in society today.</p>	
<p>4</p> <p>What is the Trinity?</p>	<p>ALL – To explain what the Trinity is.</p> <p>MOST – To explain what the Trinity reveals about the nature of God.</p> <p>SOME - To explain using religious language what the Trinity means to Christians and explain its importance for the Church.</p>	
<p>5</p> <p>What do Catholics believe about God</p>	<p>ALL – Know what the statements of the Creed and the Church say</p>	



<p>the Son?</p>	<p>about the God the Son.</p> <p>MOST - Know and understand how key events in the life of Jesus are celebrated throughout different times of the liturgical year.</p> <p>SOME - Use religious language to explain key beliefs about God the Son.</p>	
<p>6 Catholic beliefs about the birth of Jesus</p>	<p>ALL - To describe the main events surrounding the birth of Jesus.</p> <p>MOST - To explain the significance of Christmas for Catholics.</p> <p>SOME - To evaluate whether Christmas has lost its true meaning.</p>	
<p>7 Jesus the Messiah</p>	<p>ALL – To know the different Jewish religious groups expected from the Messiah</p> <p>MOST – To demonstrate this understanding with reference to scripture</p> <p>SOME - To explain Catholic beliefs about the Messiahship of Jesus.</p>	
<p>8 What do Catholics believe about the death of Jesus?</p>	<p>ALL – To describe the main events surrounding the trials and crucifixion of Jesus</p> <p>MOST – To explain the significance of the crucifixion for Christians today.</p> <p>SOME – To evaluate whether the crucifixion was the most important</p>	



	event in Jesus' life.	
9&10 Catholic belief about the resurrection and the ascension	<p>ALL – To recall the main events surrounding the resurrection</p> <p>MOST – To explain the significance of the resurrection for Christians today</p> <p>SOME - To evaluate whether the resurrections the most important event in the Christian faith.</p>	
11 Catholic beliefs about the Holy Spirit	<p>ALL - Know the Pentecost story</p> <p>MOST - Know and understand how Pentecost is celebrated today.</p> <p>SOME - Explain how the Holy Spirit manifests itself today in the Sacrament of Confirmation.</p>	
12 Catholic belief about the nature of humanity	<p>ALL – Know the teaching of “Imago Dei”</p> <p>MOST – To understand what it means to be human.</p> <p>SOME – To evaluate whether all humans reflect the nature of God.</p>	



<p>13</p> <p>Assessment Preparation</p>	<p>To recap on key areas of learning and to practise GSCE exam techniques.</p> <p>Some will answer all questions and include extensive religious language as well as appropriate links to sources of wisdom.</p> <p>Most will include sources to wisdom and authority in their responses.</p> <p>All will attempt to respond to every question and provide a simple response.</p>	
<p>14</p> <p>Assessment</p>	<p>a) What is meant by ‘atonement’? (2)</p> <p>b) Describe Catholic teachings about the Trinity (5)</p> <p>c) Explain why Catholics should show respect for their bodies. (8)</p> <p>d) “Christmas is more important than Easter” Discuss. (15)</p>	
<p>15</p> <p>Feedback (DIRT)</p>	<p>ALL Identify areas for improvement using the mark scheme and excellent answers</p> <p>MOST complete all corrections in green pen</p> <p>SOME will be able to research independently to improve evaluation responses.</p>	



WJEC Religious Education Unit 1 Catholic Beliefs and Practices – Winter Term (2nd half)

Overview:

During this term, students will be given the opportunity to use knowledge and understanding of core Catholic religious beliefs and practices through examining sources of wisdom and authority, this will include the reading of key religious texts. All learners will have the opportunity to develop and construct well-argued, well-informed, balanced and structured written arguments, which demonstrate their depth and breadth of understanding of the topic.

Lesson Title	Learning Objectives	Notes
<p>1 & 2</p> <p>Jesus' teaching on love</p>	<p>ALL – To have knowledge of Jesus' teaching on love.</p> <p>MOST – To explain how Christians can put these teachings into practice.</p> <p>SOME – To evaluate if it's easy to follow Jesus' teachings.</p>	
<p>3 & 4</p> <p>Forgiveness</p>	<p>ALL – Knowledge of Jesus' teachings on forgiveness.</p> <p>MOST – To explain how Christians can put Jesus' teachings into practice.</p> <p>SOME – To evaluate whether forgiveness is always possible.</p>	
<p>5.</p> <p>Wealth</p>	<p>ALL – To have knowledge of what Jesus meant when he referred to treasures on earth and in heaven.</p> <p>MOST – To explain Catholic understanding of how moral actions have a spiritual element.</p> <p>SOME Discuss in detail Catholic attitudes towards wealth.</p>	
<p>6.</p> <p>Ethical decision making.</p>	<p>ALL. To describe key features of Catholic sources of authority</p> <p>MOST To explain the difference between absolute and relative</p>	



	<p>morality.</p> <p>SOME To evaluate the role of absolutism in ethical decision making today.</p>	
<p>7.</p> <p>The role of the local Church</p>	<p>ALL – Describe the role of the Church.</p> <p>MOST – refer to examples and sources of authority when referring to the role of the local Church.</p> <p>SOME – Evaluate the role of the local Church in society today.</p>	
<p>8 & 9</p> <p>The Mass</p>	<p>ALL To know why the Mass is important for Catholics</p> <p>MOST To understand the different parts of the Mass and to explain the significance of the “Real Presence”</p> <p>SOME To evaluate the importance of Sunday as a day of rest.</p>	
<p>10</p> <p>Offering of Mass for the dead</p>	<p>ALL Describe what it means to be a Catholic.</p> <p>MOST Explain the belief of the communion of Saints.</p> <p>SOME Evaluate the practice of offering Masses for the dead.</p>	
<p>11</p> <p>The Mission of the Church</p>	<p>ALL Describe how the Church carries out its mission.</p> <p>MOST To explain the role of Catholic Schools.</p>	



	SOME To discuss how Catholic schools respond to Church teaching on evangelization.	
12 Catholic groups working for social justice	ALL MOST SOME	
13 & 14 Challenges of being a Catholic in the 21st Century.	ALL Compare challenges of faced by Christians of the Early Church and Christians today MOST Explain what relativism and secularism is, consider its impact on society today. SOME Evaluate whether it's challenging being religious in the 21 st century.	
15 Assessment	a) What is meant by "interfaith dialogue?" (2) b) Describe the main parts of the Mass (5) c) Explain the significance of celebrating the Mass for Catholics today. (8) d) It's difficult to be a Catholic today. Discuss. (15)	
16 DIRT	ALL Identify areas for improvement using the mark scheme and	



	<p>excellent answers</p> <p>MOST complete all corrections in green pen</p> <p>SOME will be able to research independently to improve evaluation responses.</p>	
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WJEC Religious Education Unit 1 - Philosophical Themes – Good and Evil.

January to February Half term

Overview:

Candidates will be expected to use knowledge and understanding of Roman Catholic, Jewish and Humanist beliefs about issues surrounding “Good and evil”. Candidates will be able to describe, understand and analyse the significance and impact of beliefs about “Good and Evil” on responses to religious and moral issues in the modern world. You will be expected to explain and evaluate how people’s differences in belief may lead to differences in the responses made to religious and moral issues

Learning Focus

Crime and Punishment

- What makes an act 'wrong'?
- Religious and ethical responses: relative and absolute morality, Natural Law and conscience, virtues, sin
- Catholic and Jewish beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation
- The treatment of criminals and the work of prison reformers and prison chaplains
- Catholic and Jewish responses to the Death Penalty, including interpretations of Christian teaching: Exodus 20:13, Matthew 5:38-39, 43-47
- The response of the Catholic Church to crime and punishment, including capital punishment and reformation; Pope John Paul II's Evangelium Vitae 56

Forgiveness



- Peace and conflict: Just War Theory. Pacifism and Conscientious Objectors
- Responses to suffering and evil, including forgiveness Christian teachings about forgiveness, including interpretations of teachings: Matthew 18:21-22, Matthew 6: 14-15, John 20:21-23,
- Jewish teachings about forgiveness
- Examples of forgiveness arising from personal beliefs including Micah 7:18

Good, Evil and Suffering

- Philosophical perspectives on the origin of evil: Original Sin (free will) and 'soul-making' (Augustine and Irenaeus/Hick)
- Philosophical challenges posed by belief in God and the existence of evil and suffering
- What are the Jewish philosophical perspectives of evil?
- Philosophical perspectives on the origin of evil: Berakhot 9:5, Avodah Zarah, 3b, Deuteronomy 30:15-19.
- What are the Orthodox and Reform Jewish responses to the Holocaust?
- How is Holocaust Memorial Day commemorated in Wales

Lesson Title	Learning Objectives	Notes
1 & 2 Ethical decisions and aims of punishment,	<p>ALL Describe different types of punishment</p> <p>MOST Explain different religious ways of making decisions</p> <p>SOME Discuss whether criminals should always be punished harshly.</p>	
3 Death Penalty	<p>ALL – provide reasons for and against punishment.</p> <p>MOST – Catholic and Jewish responses to Capital punishment</p>	



	SOME – Evaluate if capital punishment has a place in society today.	
4 Peace and Conflict	<p>ALL - Know what the role of the UN is.</p> <p>MOST Explain how religious believers and humanists respond to peace and conflict</p> <p>SOME Evaluate whether violence is the best way to fight injustice.</p>	
5. Religious responses to War and Conflict	<p>ALL. Know the Just War theory</p> <p>MOST- Explain religious attitudes towards war and conflict</p> <p>SOME – Evaluate whether war can ever be just.</p>	
6 Suffering and Evil	<p>ALL To know about natural and moral evil</p> <p>MOST – To explain theodicies</p> <p>SOME – To evaluate if God is all loving in the face of suffering.</p>	
7 Responses to suffering	<p>ALL To describe ways that people can respond to suffering</p> <p>MOST To explain how religious believers understand suffering.</p>	



	<p>SOME To evaluate whether God exists in the face of suffering.</p>	
<p>11 Assessment</p>	<p>Describe Catholic teaching on the Trinity. [4]</p> <p>Explain what Catholics mean by 'the sanctity of life'. [4]</p> <p>Explain what the Roman Catholic Church teaches about suffering and life after death. [4]</p> <p>'Abortion is always wrong.' Do you agree? Give reasons for your answer. You must include reference to religious beliefs in your answer. [4]</p> <p>'Euthanasia as a way of ending suffering is always wrong.' Do you agree? Give reasons or evidence for your answer, showing you have considered more than one point of view. You must include reference to religious beliefs in your answer. [8]</p>	
<p>15 DIRT</p>	<p>ALL Identify areas for improvement using the mark scheme and excellent answers</p> <p>MOST complete all corrections in green pen</p> <p>SOME will be able to research independently to improve evaluation responses.</p>	



WJEC Religious Education Unit 1 - Philosophical Themes – Life and Death.

February to Easter.

Overview:

Candidates will be expected to use knowledge and understanding of Roman Catholic, Jewish and Humanist beliefs about issues surrounding “Life and Death”. Candidates will be able to describe, understand and analyse the significance and impact of beliefs about “Life and Death” on responses to religious and moral issues in the modern world. You will be expected to explain and evaluate how people’s differences in belief may lead to differences in the responses made to religious and moral issues

Learning Focus

The World:

- The understanding of the Catholic Church on Creation and stewardship
- The relationship between Catholic views, other Christian views and non-religious views of creation and the extent to which they conflict
- The work of CAFOD to promote global citizenship

JUDAISM

- Orthodox and Reform Jewish beliefs, teachings and attitudes about the accounts of the origin of the universe: Genesis 1 and 2
- The relationship between Jewish views and non-religious views of creation and the extent to which they conflict.
- Jewish beliefs, teachings and attitudes about dominion, tikkun olam and bal tashchit, gemilut hasadim, stewardship, environmental responsibility, sustainability, and global citizenship
- TuB'shevat: an ecological awareness day commemorated by planting trees

NON RELIGIOUS VIEWS

- The creation of the universe: 'Big-Bang theory' (Stephen Hawking) 'Blind' Evolution versus 'Planned' Evolution (Charles Darwin and Richard Dawkins)
- Stewardship, social and community responsibility, sustainability; 'Humanists for a Better World.'



The Origin and Value of Human Life:

- The understanding of the Catholic Church on the sanctity of human life, from fertilisation to its natural end, including issues surrounding assisted dying and palliative care.
- 'Choose Life'/'Society for the Protection of the Unborn Child'
- Sacrament of Anointing of the Sick.
- Work of Hospices

JUDAISM

- Jewish belief on pikuach nefesh?
- Jewish beliefs, teachings and attitudes toward the origin and sanctity/saving of human life: pikuach nefesh

NON RELIGIOUS VIEWS

- Non-religious views on quality of life over sanctity of life in relation to abortion and euthanasia (the views of Peter Singer)
- 'Right to Choose', 'Dignity in Dying' (euthanasia)
- Situationist/relativist approach rather than doctrinal or absolutist.

Death and the Afterlife

- Catholic beliefs about the afterlife
- How the features of a Catholic funeral reflect Catholic beliefs on the afterlife

JUDAISM

- Jewish beliefs about the afterlife.
- How the features of a Jewish funeral reflect Jewish beliefs on the afterlife

NON RELIGIOUS VIEWS

- Humanist funerals in Wales as reflections of beliefs about death as the end of life



Lesson Title	Learning Objectives	Notes
<p>1 & 2</p> <p>The Sanctity of Life</p>	<p>ALL – Identify similarities and differences about people’s beliefs about the value of life.</p> <p>MOST – Explain how religious beliefs and teachings about the sanctity of life influence moral values and behaviour.</p> <p>SOME – Critically evaluate the teaching of Catholics and other denominations on issues concerning sanctity of life.</p>	
<p>3 & 4</p> <p>Abortion</p>	<p>ALL – Legal aspect of abortion and reasons for and against abortion.</p> <p>MOST - Understand differing religious views concerning abortion, in particular the Roman Catholic Church, Jewish beliefs and non-religious opinions.</p> <p>SOME – To evaluate whether abortion is acceptable in certain</p>	



	<p>circumstances.</p>	
<p>5 & 6 Euthanasia</p>	<p>ALL - Have knowledge of the legal aspects of euthanasia and a knowledge and understanding of the arguments for and against euthanasia.</p> <p>MOST – To understand differing religious views concerning euthanasia, in particular the Roman Catholic Church.</p> <p>SOME - To evaluate whether Euthanasia is acceptable in certain circumstances.</p>	
<p>6& 7 Creation</p>	<p>ALL - Identify similarities and differences about people’s beliefs about the creation of the universe.</p> <p>MOST - Explain how religious beliefs and teachings about the creation of the universe influence moral values and behaviour.</p> <p>SOME – Critically evaluate the teaching of Catholics and other denominations on issues concerning the creation of the universe.</p>	
<p>8&9 Stewardship</p>	<p>ALL - Identify similarities and differences about people’s beliefs about stewardship of the universe.</p> <p>MOST - Explain how religious beliefs and teachings about the stewardship of the universe influence moral values and behaviour.</p> <p>SOME – Critically evaluate the teaching of Catholics and other denominations on issues concerning stewardship of the universe.</p>	



<p>10 Assessment Preparation</p>	<p>ALL – Know the key concepts of the topic studied as per checklist.</p> <p>MOST – Able to link knowledge and understanding of the concepts to exam type questions</p> <p>SOME – Able to independently research current examples to illustrate understanding and research Church teaching</p>	
<p>11 Assessment</p>		
<p>12 DIRT</p>	<p>ALL - Identify areas for improvement using the mark scheme and excellent answers</p> <p>MOST - complete all corrections in green pen</p> <p>SOME - will be able to research independently to improve evaluation responses.</p>	